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To determine the distinctive psychological characteristics of career and place bound school superintendents, response data were analyzed from 83 full-time school superintendents in the State of Oregon, of whom 53 were classified as career bound and 30 as place bound. Attitudes, interests, values, aspirations, biographical background, leadership, and social activity were tested. Significant differences between the two groups had strong implications for their performances in the superintendency. Career bound superintendents saw themselves as more confident, optimistic, and progressive than did place bound superintendents. The decision to become a superintendent was made at an earlier age and at a lower level position by the career bound superintendent, and there was considerable evidence of career management to reach the superintendency in this group. The decision to accept the superintendency by the place bound group was frequently reported to be the result of being in the right place at the right time. At the time of their hiring, the career bound men more often perceived their role to be action oriented than did their place bound counterparts. A related document is EA 002 420. (Author/JK)

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CAREER AND PLACE BOUND SCHOOL SUPERINTENDENTS:

SOME PSYCHOLOGICAL DIFFERENCES

A Project Report

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May 1969

EA 002 419

CAREER AND PLACE BOUND SCHOOL SUPERINTENDENTS: SOME PSYCHOLOGICAL DIFFERENCES

Whether a school superintendent has achieved his position through promotion in his home district (place bound) or through movement from one school district to another (career bound) is a matter of significance for his role performance.[1]

The decision to wait for the superintendency in the home district or to find one elsewhere is involved and difficult. The man who uproots his family, breaks his ties, and chooses to go, indicates by his action that he places a higher priority on a career as a school superintendent than he does on living in a specific city or community. He is more committed to a career as superintendent than to the location of employment. Thus, he is called career bound. By definition, he has been elected to the superintendency from outside the system and has never served the district in any capacity other than as superintendent.

The man who waits for the superintendency acts as if he wants a career as superintendent only if it can be had in a specific place: his home school district. His career suggests that he is more committed to place of employment than to a career as superintendent. Therefore, he has been called place bound. The place bound superintendent is an insider: he has been elected to the position from within the school district and has served the district in capacities other than in the superintendency.

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[1]See R. O. Carlson, Executive Succession and Organizational Change (Chicago: Midwest Administration Center, University of Chicago, 1962) and R. O. Carlson, "Succession and Performance Among School Superintendents," Administrative Science Quarterly, 6:210-227, September, 1961.

The terms Career-Bound and Place-Bound, as designations of types of superintendents, are meant to convey two fundamental differences between these office holders. One difference, which has been mentioned, is that of unlike priorities assigned to the importance of career as superintendent versus living in a specific location. The other fundamental difference meant to be conveyed by the terms is that while the Place-Bound superintendent has a history in the school district and, therefore, has a formed part in the organization's informal activities and a heritage of social relations, the Career-Bound superintendent lacks a history and a heritage of social relations in the school district. He is a stranger, an outsider, whose loyalties and commitments are unknown. He is neither constrained nor facilitated by a set of established social relations.

These fundamental dissimilarities permit the generation of a number of hypotheses about behavioral differences between Career-Bound and Place-Bound types. These differences have been shown to be of substantial importance as conditioners of the administrative behavior of these two types of superintendents. While focusing upon the problem of executive succession and the general question of what happens in a school system as it takes on a new chief executive, a number of propositions stemming from these career differences were explored and reported.[2]

In this study an examination was made of the psychological differences among the superintendents comprising the sample population. The basic considerations for the study incorporate the recognition that psychological factors are important to the determination of a man's choice and mobility within his career line. The data were drawn from the assessment of attitudes, interests, values, aspirations, biographical background, leadership and the social activity of the participants.

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[2] Ibid.

METHODOLOGY

To examine the relationship between types of superintendents and their psychological characteristics, an attempt was made to secure the participation in the study of all full time school superintendents in the state of Oregon. There are 99 such positions in the state. A full-time superintendent holds only that position. This eliminates superintendent-principal and superintendent-county superintendent positions. Of the 99 positions, 98 were filled at the time the present sample was taken.

During the summer of 1964 each of these superintendents was contacted, and his participation requested. Out of the available 98 superintendents, 83 or 84.6 per cent participated. Approximately half of the group were given the assessment instruments at the same time, prior to a conference of school superintendents. The remaining sample members were gathered at convenient testing points about the state later in the summer. A sampling of over 80 percent certainly seems adequate, and would insure a reasonably representative sample of the population. Of the person not participating, it appears that most were willing but unable to avoid previous commitments. Only one subject who appeared for assessment subsequently refused to participate.

The table below shows the breakdown of the sample in terms of the Career-Bound, Place-Bound dichotomy.

TABLE A

DISTRIBUTION OF OREGON SUPERINTENDENTS

	Population	Sample	%
	98	83	84.6
Career-Bound	64	53	82.8
Place-Bound	34	30	88.2

As noted in the introduction, the classification of Career-Bound or Place-Bound is made on the basis of the individual's job history. A summary of each superintendent's job history was available at the State Department of Education offices, and this facilitated the gathering of the data.

In addition to the basic dichotomy noted above, the superintendents were subsequently classified on the basis of a more highly refined definition of Place-Bound and Career-Bound career patterns. The refined Career-Bound sample (also) was required to have held at least two superintendencies and to have made the decision to become a superintendent at an early age. This latter was defined in terms of the median "career decision" age of the total sample. Early deciders were those who were younger than the median age when they decided to become a superintendent.

The Place-Bound sample was similarly refined. These superintendents were required to have held only one superintendency, to have become a superintendent in the same district as he occupied when he decided to become a superintendent. That is, he did not move after deciding on a superintendency career. Also his age at the time of such a decision was required to be older than the median age of the total sample. This breakdown is summarized in Table B.

TABLE B

(Types of Careers)

Total Sample

N = 83

Career-Bound (N = 53)	Place-Bound (N = 30)
Definition: Present superintendency held in district in which never before employed.	Definition: Present superintendency held in district of prior employment.
Refined Career-Bound Sample (N = 20)	**Refined Place-Bound Sample (N = 16)**
Above criteria applied plus at least two superintendency's held, age at time of decision to be superintendent was younger than median of total sample.	Above criteria applied plus, held only one superintendency and age at time of decision to be superintendent was older than median of total sample. Also became superintendent in same district as employed in when he decided to become a superintendent.

Instruments Used

In attempting to assess the personality characteristics of, and possible differences among school superintendents, it was desirable to be as comprehensive as possible in the selection of test instruments. At the same time there was a realistic need to keep the amount of time required of the subjects to a reasonable length. For the battery finally selected, subjects generally required about three hours of working time.

Three attitude measures were included in the battery of instruments. The California F Scale (Adorno, et. al. 1950, forms 40 and 45 containing 30 items), Rokeach's Dogmatism Scale (Rokeach 1956), and The Pensacola Z Survey (Jones 1957). The F and Z scales are generally described as measures of authoritarianism, the latter intended to be less related to political attitudes than the original F scale. The Dogmatism, (D) Scale, is also related to the F Scale but intended to be a more specific measure of dogmatic and rigid thinking.

One instrument was included as a measure of interests. This was the Strong Vocational Interest Blank (Strong 1945). THe SVIB consists of 400 items pertaining to occupational preferences, preferred school subjects, amusements, general activities, and preferences for different types of people. The instrument has 60 standard scales, most of which relate to specific occupations. The scales were developed by contrasting the responses of successful and established persons in each of the occupations with responses of persons in general. There are separate forms for each sex; however the form for men, the one used here, is the most commonly used and considered the most useful. Research has shown the interests, as measured by the SVIB, to be quite stable in adults.

The California Psychological Inventory (Gough 1957) was included as a measure of personality traits. The CPI provided scores for 18 scales, each of which is related to a dimension of personality. Most of the traits are intended to be related to concepts popularly used in describing a person. They include such concepts as dominance, responsibility, femininity, sociability, etc. The CPI is one of the better established objective tests of personality, and is more appropriate than some others because it attempts to measure "normal" aspects of personality rather than pathological aspects.

The Allport-Vernon-Lindzey Study of Values (1960) was included in the battery to assess the subjects in terms of six value areas. These include the valuing of theoretical, economic, aesthetic, social, political and religious activities. The aim of the Study of Values is to measure the relative prominance of the six areas in an individual. The inventory classification (six scales) is based on the theory of Eduard Spranger as discussed in his Types of Men.

Two other self description devices complete the assessment battery given the superintendents. One was The Adjective Check List of Gough (Gough and Heilbrun 1965). The ACL is simply a list of 300 adjectives that are commonly used in describing a person. The subject checks any and all adjectives he believes descriptive of himself. The second device was a Biographical Inventory which was devised for this study. It included questions regarding the individual's career history, his career aspirations, and his valuing of various groups that are important in a superintendents work, as well as questions relating to childhood, and early adult life history. There were also questions pertaining to social activity, leadership activity, and attitudes about interpersonal relations. A number of the items were adapted from the Biographical Inventory of Kelly and Fiske (1951).

RESULTS

The findings of this study are presented in the following manner. First, an analysis from the Adjective Check List is made in terms of the entire sample of superintendents. The sample then is examined in the same manner by separation into two main groups, those of Career-Bound and Place-Bound superintendents.

The other psychological instruments are then examined in sequence. In every instance the data are analyzed initially with respect to the entire sample of 83 superintendents divided into the two groups of Place-Bound and Career-Bound superintendents. This involves the major division called the "total sample" in which all 83 superintendents are studied. Next, data are presented for a subdivision called the "refined sample" which consists of 36 superintendents. This sub sample represents a further refinement of the Place-Bound and Career-Bound dichotomy. The sample groupings were defined and illustrated in Table B of the preceding section.

The particular instruments are discussed in the following order. First, the findings from the three authoritarianism measures, the Allport, Vernon and Linzey Study of Values, followed by the presentation of the results of the California Psychological Inventory. The results from the Strong Vocational Interest Blank are given next and finally, the findings from the Biographical Inventory.

Adjective Check List

The list utilized was that of Gough (Gough and Heilbrun, 1965) which consists of three hundred adjectives commonly used in describing individuals. The subjects were asked to read the adjectives quickly and to check those they considered self-descriptive.

Table I reveals the adjectives most frequently endorsed by the entire sample of superintendents. The adjectives were selected if they were endorsed by at least two-thirds of the superintendents. An inspection of the table shows that these adjectives are essentially of a favorable nature.

Considering the most frequently endorsed adjectives, we find that active, adaptable, dependable, honest, and friendly are endorsed by 95% or more of the group. Adjectives endorsed by 90 to 95% of the group (listed in approximate descending order) are: considerate, fair-minded, appreciative, alert, cooperative, reasonable, healthy, ambitious, capable, conscientious, reliable, and responsible. Another group of adjectives of high endorsement frequency, 88 to 90%, include these: cheerful, civilized, clear thinking, confident, intelligent, and tactful.

The data of Table I reflect how the superintendents tend to view themselves, but do not serve to set them apart from other possible samples. The adjectives all deal with socially desirable attributes and, therefore, would be expected to be endorsed frequently. Unfortunately normative data for individual adjectives are rare. Goldberg (1963) has provided such data for another adjective check list having many adjectives in common with Gough's ACL. Table II contains those adjectives from Table I which are common to those used by Goldberg. In addition, endorsement frequencies of the superintendents are compared to data for University of Oregon undergraduate men. Only one adjective, "aggressive," seems to show a clear cut differentiation with superintendents endorsing the adjective more frequently. Two additional adjectives also show a moderate difference: "confident" endorsed more frequently by superintendents, and "thoughtful" endorsed more frequently by Oregon males.

TABLE I

ANALYSIS OF THE ADJECTIVE CHECK LIST

Total Sample (N = 83)

I Adjectives descriptive of both groups of Superintendents.*

Combined Endorsement Percentage	Adjective	Combined Endorsement Percentage	Adjective
96.4	Active	84.3	Helpful
96.4	Adaptable	96.4	Honest
68.7	Adventurous	71.1	Independent
72.3	Affectionate	78.3	Industrious
75.9	Aggressive	88.0	Intelligent
92.8	Alert	73.5	Interests Wide
90.4	Ambitious	80.7	Kind
92.8	Appreciative	67.5	Logical
74.7	Calm	81.9	Loyal
90.4	Capable	80.7	Masculine
89.2	Cheerful	81.9	Mature
89.2	Civilized	80.7	Moderate
88.0	Clear thinking	68.7	Natural
89.2	Confident	78.3	Optimistic
90.4	Conscientious	67.5	Organized
69.9	Conservative	75.9	Peaceable
94.0	Considerate	75.9	Pleasant
67.5	Contented	86.7	Practical
92.8	Cooperative	80.7	Realistic
67.5	Deliberate	92.8	Reasonable
96.4	Dependable	90.4	Reliable
80.7	Determined	90.4	Responsible
67.5	Discrete	67.5	Self-confident
73.5	Efficient	75.9	Serious
80.7	Energetic	83.1	Sincere
77.1	Enthusiastic	71.1	Sociable
94.0	Fair minded	73.5	Stable
74.7	Foresighted	78.3	Steady
83.3	Forgiving	78.3	Sympathetic
75.9	Frank	88.0	Tactful
95.2	Friendly	74.7	Thoughtful
80.7	Good-natured	80.7	Tolerant
91.6	Healthy	68.7	Trusting
		81.9	Understanding

*Adjective selected if the combined group endorsement was greater than two-thirds (66.7%) and endorsement % of either sub group did not fall below 60%.

TABLE II

PERCENT OF SUBJECTS ENDORSING ADJECTIVES

	Oregon Superintendents (N = 83)	Oregon College Males (N = 82)
Active	96.4	91
Adaptable	96.4	95
Adventurous	68.7	74
Affectionate	72.3	
Aggressive	75.9	38
Alert		
Ambitious	90.4	84
Appreciative	92.8	89
Calm	74.7	67
Capable		
Cheerful	89.2	80
Civilized	89	
Confident	89.2	67
Conscientious	90.4	88
Conservative	69.9	70
Contented	67.5	55
Cooperative	92.8	89
Deliberate		
Dependable	96.4	93
Determined	80.7	85
Efficient	73.5	72
Energetic	80.7	76
Enthusiastic	77.1	84
Farsighted	74.7	78
Friendly	95.2	93
Independent	71.1	82
Intelligent	88	84
Kind	80.7	93
Masculine	80.7	84
Mature	81.9	85
Natural	68.7	85
Optimistic	78.3	68
Pleasant	75.9	90
Practical	86.7	94
Reliable	90.4	96
Responsible	90.4	94
Serious	75.9	89
Sincere	83.1	99
Sociable	71.1	78
Sympathetic	78.3	87
Tactful	88	83
Thoughtful	74.7	95

Table III reveals the adjectives from the check list which significantly differentiated individuals of these two groups. There are a total of 27 adjectives listed in the Table which discriminate at or beyond the .05 level of confidence. Recalling that 300 adjectives are involved, we could expect 15 adjectives to be significant at the .05 level by chance alone. The number of significant adjectives attained indicates that more than chance results have been obtained. If we consider only those adjectives that were most descriptive, that is, confidence level at .01 or beyond, we find the following differences. We first note, that in all cases except one, the adjectives listed in Table III are endorsed significantly more frequently by the Career-Bound group rather than by the Place-Bound group. The exception relates to the endorsement of the adjective "silent," which is more frequently endorsed by the Place-Bound group.

The two most discriminating adjectives are "confident" and "optimistic." The Career-Bound group endorsed these two adjectives, to a very significant degree, more frequently than the Place-Bound group of superintendents. Other adjectives endorsed more frequently by the Career-Bound group at or beyond the .01 level of confidence, include: idealistic, poised, progressive, spontaneous, suggestable, and wise. As noted above, the adjective "silent" is endorsed significantly more frequently by the Place-Bound superintendents.

Considering these most discriminating adjectives, we find a total of nine which are significant at or beyond the .01 level of confidence. Again, considering a total group of 300 adjectives, we would expect perhaps 3 to be significant at the .01 level of confidence by chance. The findings obviously cannot be attributed to mere chance. One final consideration was made with regard to the Adjective Check List. The total number of adjectives endorsed by each of these groups was compared, and though the Career-Bound group tended to endorse more adjectives than the Place-Bound group, the difference was small and not significant.

TABLE III

ADJECTIVES WITH SIGNIFICANTLY DIFFERENT ENDORSEMENT FREQUENCIES BETWEEN INSIDERS AND OUTSIDERS (AS TESTED BY CHI SQUARE).

A. Adjectives endorsed more frequently by the Career-Bound Group (N = 53)

Adjectives	Significance Level (P less than)
Ambitious	.05
Confident	.002
Cool	.05
Demanding	.05
Headstrong	.05
Idealistic	.01
Individualistic	.05
Interests wide	.05
Jolly	.03
Optimistic	.005
Outgoing	.05
Outspoken	.05
Planful	.05
Poised	.01
Progressive	.01
Relaxed	.05
Resourceful	.05
Self-controlled	.02
Sensitive	.05
Sharp witted	.05
Spontaneous	.01
Suggestible	.01
Tempermental	.05
Thorough	.05
Tough	.05
Wise	.01

B. Adjectives endorsed more frequently by the Place-Bound Group (N = 30)

Adjectives	Significance Level (P less than)
Silent	.01

ACL Subgroup Analysis

This discussion relates to the previously described division of the sample into a dichotomous classification of Place-Bound and Career-Bound superintendents. The theoretical aspects of this dichotomy were discussed in the introduction section.

Authoritarianism Measures

Results obtained with the three authoritarianism measures, the Z-scale, F-scale, and D-scale, are presented in Table IV. Comparisons are made for the total sample and the refined sample of Career-Bound and Place-Bound superintendents.

No significant differences were found between the total group of Place-Bound and Career-Bound superintendents on these measures. On all three, both groups attained what would be considered a non-authoritarian, or liberal score. On the Z-scale both groups scored slightly lower than the norms of Jones (1957), based on his defining sample of Naval cadets. Similarly, on the D- and F-scales, both groups scored in the liberal direction (see Rokeach 1956).

Comparisons of the refined sample groups reveal no significant differences on the Z- F- and D-scales. It may be noted, however, that on the F- and D-scales the mean difference in scores is larger than was the case in the total group analysis. Again it should be noted that the mean scores of both groups are in the "liberal" direction.

Study of Values

Results obtained from the Allport, Vernon, and Lindzey Study of Values are seen in Table V. Both the total and refined samples are presented on this Table. The tabulated comparison of the total sample reveals no significant differences on the six values measured.

TABLE IV

PERSONALITY INVENTORY RESULTS: AUTHORITARIANISM MEASURES

Total Sample (N = 83)

Variable	Place-Bound (N = 30) Mean (S.D.)	Career-Bound (N = 53) Mean (S.D.)	Mean Diff.	Significance Level
Z Scale	34.367 (7.815)	32.811 (6.537)	1.556	NS
F Scale	100.467 (27.775)	96.113 (22.710)	4.354	NS
D Scale	133.700 (34.974)	133.453 (27.200)	.247	NS

Refined Sample (N = 36)

Variable	Place-Bound (N = 16) Mean (S.D.)	Career-Bound (N = 20) Mean (S.D.)	Mean Diff.	Significance Level
Z Scale	33.600 (8.609)	33.947 (6.620)	- .347	NS
F Scale	99.467 (35.110)	93.579 (18.575)	5.888	NS
D Scale	135.933 (40.537)	129.211 (26.038)	6.722	NS

TABLE V

PERSONALITY INVENTORY RESULTS: STUDY OF VALUES

Total Sample (N = 83)

Variable	Place-Bound (N = 30) Mean (S.D.)	Career-Bound (N = 53) Mean (S.D.)	Mean Diff.	Significance Level
Theoretical	42.200 (5.690)	42.113 (7.065)	.007	NS
Economic	40.467 (7.816)	40.472 (7.861)	.005	NS
Aesthetic	36.533 (8.525)	35.792 (8.491)	.741	NS
Social	40.833 (8.078)	39.472 (6.874)	1.361	NS
Political	41.933 (8.710)	42.925 (6.883)	.992	NS
Religious	38.033 (9.423)	39.226 (8.338)	1.223	NS

Refined Sample (N = 36)

Variable	Place-Bound (N = 16) Mean (S.D.)	Career-Bound (N = 20) Mean (S.D.)	Mean Diff.	Significance Level
Theoretical	42.133 (5.055)	41.316 (7.008)	.817	NS
Economic	40.400 (6.978)	40.947 (8.350)	- .547	NS
Aesthetic	38.667 (8.191)	34.632 (7.776)	4.035	NS
Social	41.333 (7.068)	39.526 (8.296)	1.807	NS
Political	38.000 (5.155)	45.000 (7.439)	-7.000	.01
Religious	39.467 (8.400)	38.579 (7.486)	.888	NS

The scores presented in the Table are presented in profile form on Figure I. It is obvious that the profiles are very similar across all measures. It might also be mentioned that the profile pattern seen for the total sample of superintendents is very similar to the average male profile reported on the test booklet in the Study of Values.

The results for the refined sample show a significant difference at the .01 level of confidence on the scale for political values. The Career-Bound group in this sample scores significantly higher than the Place-Bound group. These scores may be seen in profile form on Figure II. With the exception of the scores on the political values scale the profile in this Figure is quite similar to that of the total group in the previous figure. The profile also reveals a lower score on the aesthetic scale for the Career-Bound group although the difference does not reach statistical significance.

Following the lead of the discussion by Allport, Vernon and Lindzey (1960) in the manual on the Study of Values, we note their suggestion that a person with a high political value is interested in personal power. They mention that leaders in any field generally have a high power value. This may indicate that our refined sample of Career-Bound superintendents have a somewhat stronger urge to direct and manipulate persons in order to achieve their particular goals.

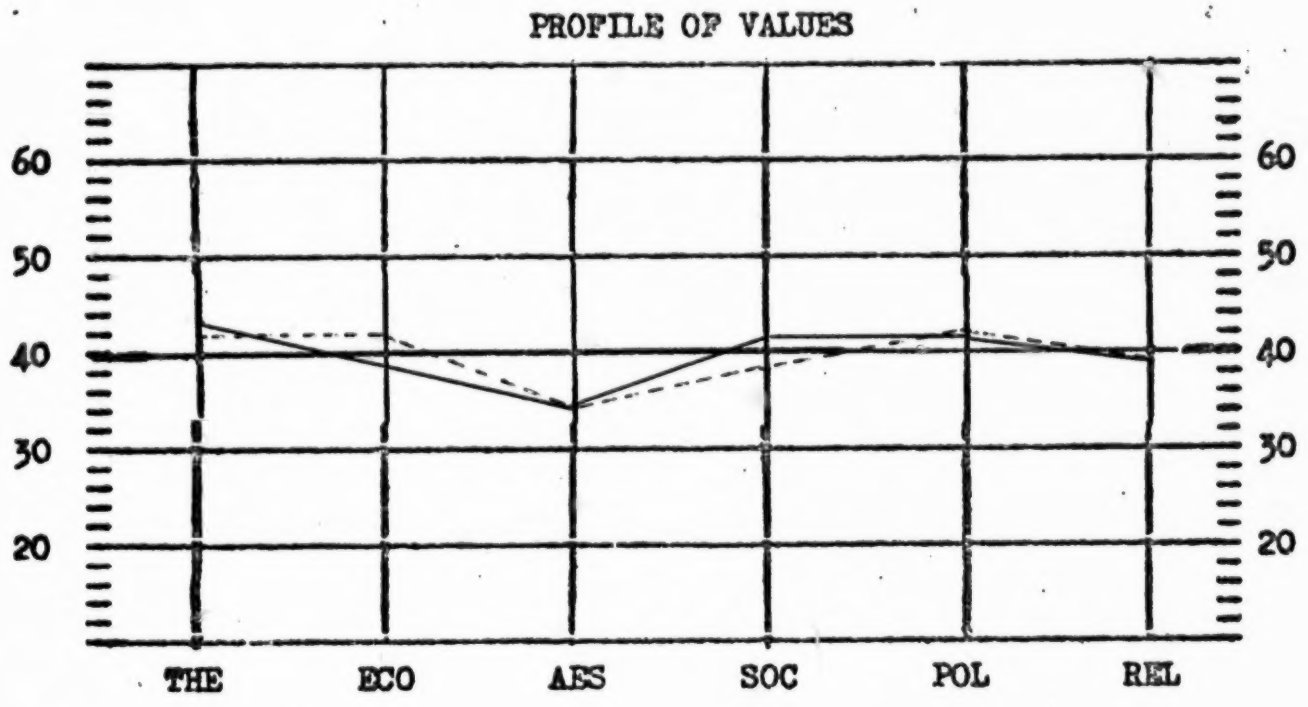
California Psychological Inventory

Before examining the comparative results of our subgroups we might note a comparison made in Figure III. This Figure reveals the profile scores of the Total sample of 83 Oregon superintendents as compared with the profile reported in the CPI Manual for 144 city school superintendents (Gough 1957).

FIGURE I

STUDY OF VALUES SCORES FOR TOTAL

SAMPLE OF OREGON SUPERINTENDENTS

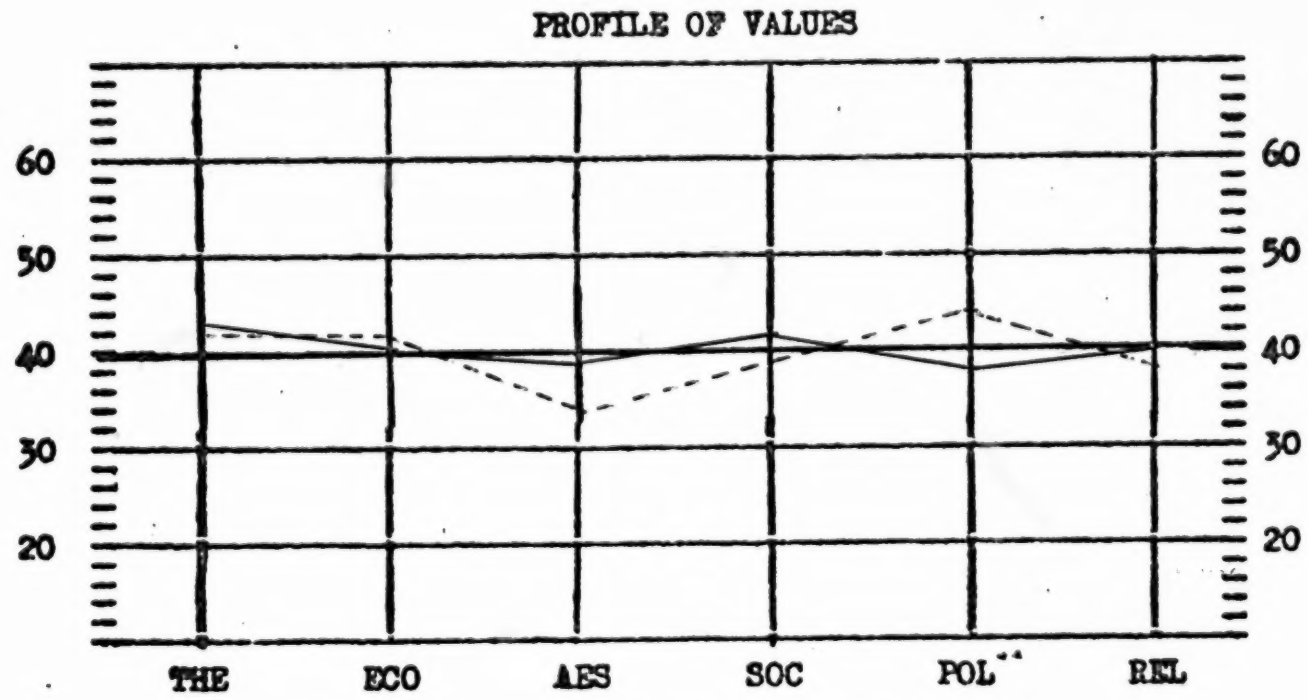


Broken Line = Career Bound (Outsiders) N = 53
Solid Line = Place Bound (Insiders) N = 30

FIGURE II

STUDY OF VALUES SCORES FOR REFINED

SAMPLE OF OREGON SUPERINTENDENTS



Broken Line = Career Bound (Outsiders) N = 20
Solid Line = Place Bound (Insiders) N = 16

A basic agreement can be seen in profile shape and elevation of the two groups. The scores of the Oregon group are all within one standard deviation (plus or minus) of the group reported in the Manual. The only deviation that is noteworthy is that on the Dominance (Do) scale; the Oregon sample is somewhat higher. On the whole, however, we might consider that the personality trait characteristics as revealed by the CPI are quite similar between the Oregon group and the city superintendent group.

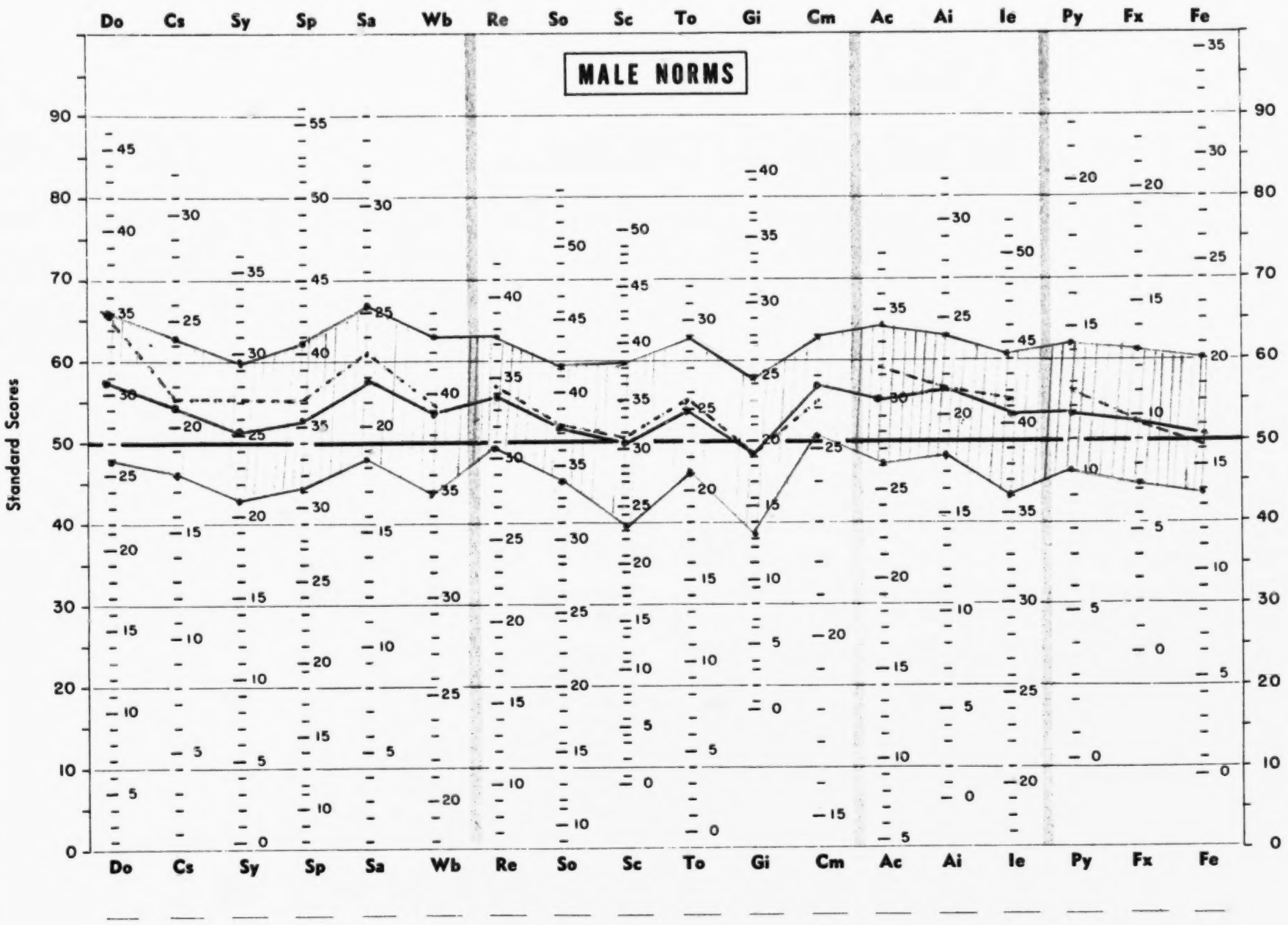
Comparison of scores for the total sample and refined sample of Place-Bound and Career-Bound superintendents are reported in Tables VI and VII. The results for the total sample reveal no statistically significant differences in mean scores for the two groups on any of the CPI scales. The same results are presented in profile form in Figure III. A basic similarity between the profiles of the two subgroups may be observed. It might be noted that on the Group I scales, which include the scales: Dominance, Capacity for Status, Sociability, Social Presence, Self-Acceptance, and Well-Being, there is a tendency for the profile of the Career-Bound group to be above that of the Place-Bound group. However, none of the score differences between these groups are statistically significant.

An overall interpretation of these CPI results would suggest that this sample of superintendents see themselves as aggressive, confident, dominant, and capable in exercising leadership. They seem acceptant of themselves, sociable, poised, and somewhat striving for social status. In addition, they would appear to be responsible, acceptant and tolerant of others. They also would seem to be tactful, moderate, and conforming. The superintendents score high on the "achievement group" of scales, suggesting that they are an intelligent,

FIGURE III

SUPERINTENDENT COMPARISON

PROFILE SHEET FOR THE *California Psychological Inventory:* MALE



Male Norms

(---) N = 83 Oregon Superintendents

(——) N = 144 City School Superintendents (CPI Norms)

Reproduced from Manual for the California Psychological Inventory, by Harrison G. Gough, Ph. D.

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TABLE VI

PERSONALITY INVENTORY RESULTS: CALIFORNIA PERSONALITY INVENTORY

Total Sample (N = 83)

Scale	Place-Bound (N = 30) Mean (S.D.)	Career-Bound (N = 53) Mean (S.D.)	Mean Diff.	Significance Level
Do	33.633 (5.605)	35.566 (4.111)	1.933	NS
Cs	20.933 (3.805)	21.925 (2.533)	.992	NS
Sy	27.067 (5.632)	27.434 (4.007)	.367	NS
Sp	36.633 (6.446)	37.792 (3.944)	1.159	NS
Sa	22.700 (4.260)	23.604 (3.324)	- .904	NS
Wb	39.233 (3.839)	39.208 (3.634)	.025	NS
Re	34.200 (3.295)	34.226 (3.274)	- .026	NS
So	37.200 (4.491)	38.377 (3.996)	-1.177	NS
Sc	31.633 (6.178)	30.321 (6.722)	1.312	NS
To	25.267 (4.394)	25.585 (3.619)	- .318	NS
Gi	19.467 (5.367)	18.774 (6.141)	.693	NS
Cm	26.300 (1.291)	26.170 (1.773)	.130	NS
Ac	30.767 (3.674)	32.019 (3.041)	-1.252	NS

California Personality Inventory (Continued)

Total Sample (N = 83)

Scale	Place-Bound (N = 30) Mean (S.D.)	Career-Bound (N = 53) Mean (S.D.)	Mean Diff.	Significance Level
Ai	21.933 (3.362)	22.283 (3.639)	- .350	NS
Ie	41.067 (3.999)	41.396 (3.769)	- .329	NS
Py	12.900 (2.310)	12.585 (2.583)	.315	NS
Fx	9.900 (3.458)	9.717 (4.134)	.183	NS
Fe	16.200 (3.782)	16.075 (3.339)	.125	NS

capable, and achieving group. The last group of scales suggest that they are understanding of the views of others and at least moderately flexible in their attitudes. Their interests would appear to be rather typically masculine as a group, with perhaps somewhat less concern with the cultural interests that are more typical of other college graduate groups.

Comparison of the scores of the refined sample of superintendents on the CPI scales are presented in Table VII. In this instance, significant differences are found on two scales--The Achievement via Conformity scale and the Psychological-Mindedness scale. The same results are presented in profile form on Figure IV. From this Figure it can be seen that the profile pattern is essentially similar to that of the larger groups. The Career-Bound group scored significantly higher than the Place-Bound group on the Ac scale at the .01 level of confidence. On the other hand the Place-Bound group scores significantly higher, at the .01 level of confidence, on the Py scale. These findings may suggest that the refined Career-Bound group is either more adaptable in attempting to achieve their professional goals or that they place more emphasis on cooperation with other power groups in attempting to achieve these goals. Another alternative is the difference on the Py scale may suggest that the refined Place-Bound group is more interested in, and more sensitive to, the needs and motives of those about them. These scale differences may reflect a slight difference in orientation of the members in these two refined groups. The Place-Bound group is perhaps more attentive and sensitive to the views of his immediate staff while the Career-Bound group is perhaps more sensitive to the community power groups in attempting to carry out their professional aims.

TABLE VII

PERSONALITY INVENTORY RESULTS: CALIFORNIA PERSONALITY INVENTORY

Refined Sample (N = 36)

Scale	Place-Bound (N = 16) Mean (S.D.)	Career-Bound (N = 20) Mean (S.D.)	Mean Diff.	Significance Level
Do	34.200 (6.361)	35.684 (3.267)	-1.484	NS
Cs	21.000 (4.583)	21.421 (2.388)	- .421	NS
Sy	27.533 (5.410)	27.737 (3.541)	- .204	NS
Sp	35.933 (7.236)	38.053 (4.288)	-2.120	NS
Sa	22.600 (4.687)	23.053 (2.778)	- .453	NS
Wb	39.467 (3.852)	40.105 (3.462)	- .638	NS
Re	35.267 (2.915)	34.316 (3.667)	.951	NS
So	37.667 (4.353)	39.000 (3.712)	-1.333	NS
Sc	33.933 (6.375)	32.842 (4.400)	1.091	NS
To	26.267 (4.415)	25.895 (4.054)	.372	NS
Gi	20.200 (5.088)	19.579 (5.843)	.621	NS
Cm	26.067 (1.100)	25.947 (1.929)	.120	NS
Ac	31.400 (3.066)	33.105 (2.470)	-1.705	.01

California Personality Inventory (Continued)

Refined Sample (N = 36)

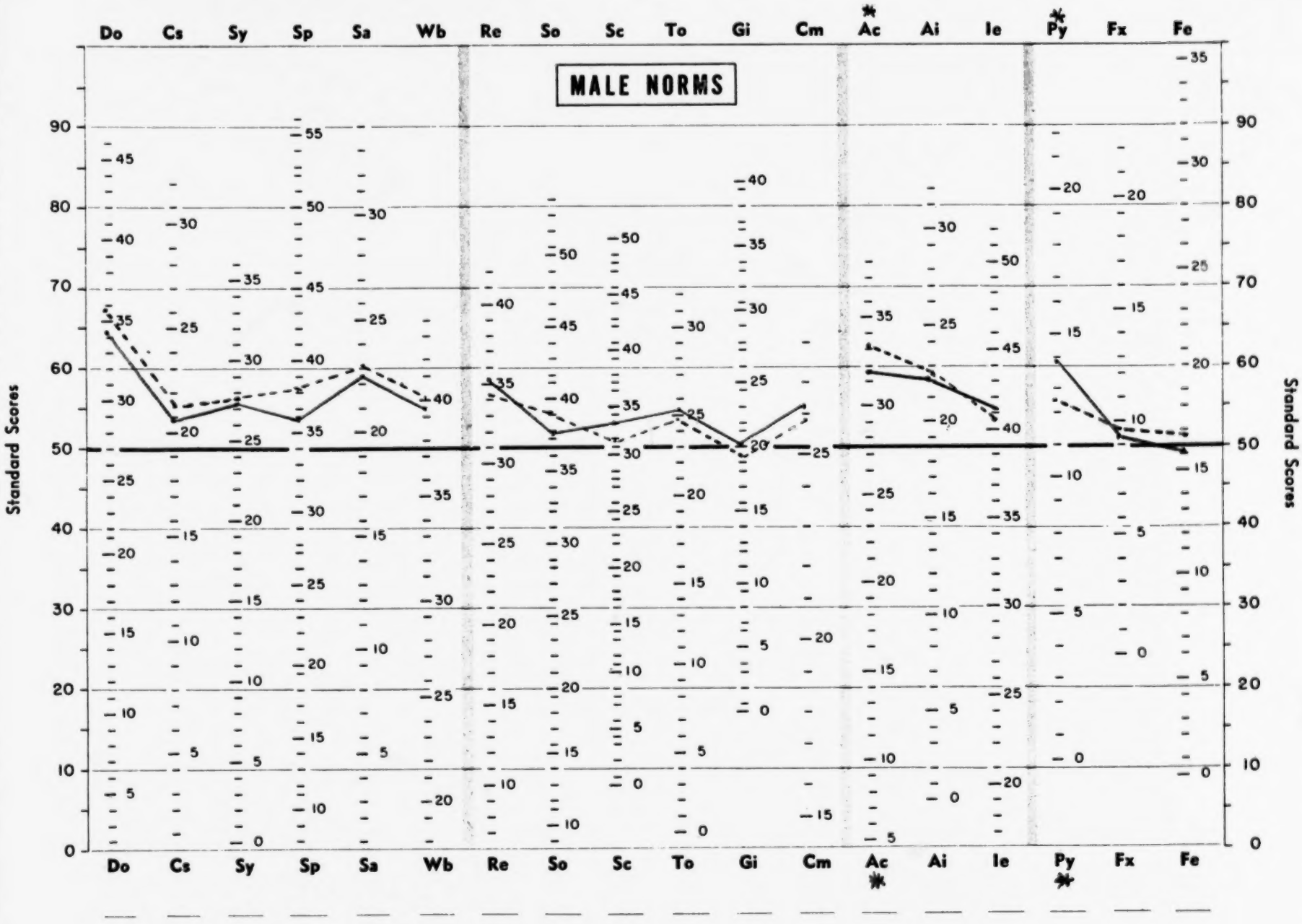
Scale	Place-Bound (N = 16) Mean (S.D.)	Career-Bound (N = 20) Mean (S.D.)	Mean Diff.	Significance Level
Ai	22.333 (3.309)	22.737 (3.871)	- .404	NS
Ie	41.200 (5.017)	40.579 (5.200)	.621	NS
Py	13.933 (2.120)	12.526 (2.525)	1.407	.01
Fx	9.733 (3.845)	9.842 (4.400)	- .109	NS
Fe	16.067 (4.008)	16.737 (3.462)	- .670	NS

FIGURE IV

OREGON SUPERINTENDENTS

Refined Sample N = 36

PROFILE SHEET FOR THE *California Psychology Inventory:* MALE



(---) Career Bound (N = 20) (Pure-early decision) *P< .01

(——) Place Bound (N = 16) (Pure-late decision)

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Strong Vocational Interest Blank

The Strong Vocational Interest Blank is an inventory which assesses an individual pattern of interests and allows a comparison of these interests with those of selected occupational groups. The typical profile report of the SVIB scores indicate whether an attained score falls within one of six ranges or scores. The range groups are designated C, C+, B-, B, B+ and A. A profile sheet is illustrated in Figure V, which also presents data for the refined sample. In the present discussion we will be concerned with only the C, B+, and A ranges of score.

Scores below 25 fall in the C range, while scores 40 and above fall in the B+ and A ranges. The higher the score, the more similar the persons interests are to successful men in the particular occupation. The low scores indicate little similarity of interest with the occupational group. Higher scores are related to staying within an occupation. Thus, persons in the banking profession who would score 60 (A range) on the banker key would be more likely to stay in the field of banking than persons scoring 30 (C+) in the same occupation.

Specific findings from the analysis of the Strong Vocational Interest Blank for the Oregon superintendents are presented below. The initial description deals with the high and low scores of the total group. The results are seen in mean score form on Table VIII. Examination of the Table reveals that both the Place-Bound group and the Career-Bound group are very similar in their interest patterns. T tests were computed for all differences, none were found to be significant for the total sample. Therefore, the descriptive discussion which follows applies both to the Place-Bound and Career-Bound groups.

There was a total of nine occupational scales on which the superintendents scored low, indicating interests dissimilar to those of successful persons in

Refined Group (N = 36)

REPORT FORM-STRONG VOCATIONAL INTEREST BLANK-FOR MEN

		OCCUPATION	Std. Score	C 0	10	20	C+ 30	B-	B 40	B+	50	A 60
1	I	Artist				c p						
2		Psychologist					c p					
3		Architect				c p						
4		Physician					c	p				
5		Psychiatrist						cp				
6		Osteopath		0	10	20		30	40		50	60
7*		Dentist*				c	p					
8		Veterinarian				c	p					
9*	II	Mathematician**				c	p					
10		Physicist			c	p						
11		Chemist				c	p					
12		Engineer		0	10	20	c	p	30	40	50	60
13	III	Production Manager							cp			
14	IV	Farmer					c	p				
15		Carpenter				c	p					
16		Forest Service Man					c	p				
17		Aviator					c	p				
18*		Printer*		0	10	20	c	p	30	40	50	60
19		Math.Sci.Teacher							c	p		
20		Industrial Arts Teacher				c	p					
21*		Voc.Agricult.Teacher**					c		p			
22		Policeman						cp				
23		Army Officer						p		c		
24	V	YMCA Physical Director		0	10	20		30	cp	40	50	60
25		Personnel Manager								p	c	
26		Public Administrator									p	c
27		Vocational Counselor									pc	
28		Physical Therapist							c	p		
29		Social Worker								p	c	
30		Social Science Teacher		0	10	20		30		40	p c	50 60
31		Bus. Educ. Teacher								p	c	
32		School Supt.									cp	
33		Minister						cp				
34	VI	Musician					c	p				
35		Music Teacher						c	p			
36	VII	C.P.A. Owner		0	10	20		p	c 30	40	50	60
37	VIII	Senior C.P.A.								q		
38		Accountant						p	c			
39		Office Worker						p	c			
40		Credit Manager								p	c	
41		Purchasing Agent					p		c			
42		Banker		0	10	20		pc		40	50	60
43		Pharmacist						pc				
44		Mortician						p	c			
45	IX	Sales Manager							p	c		
46		Real Estate Salesman							p	c		
47		Life Insurance Salesman						p		c		
48	X	Advertising Man		0	10	20	p	30	c	40	50	60
49		Lawyer							p	c		
50		Journalist-Author					p	c				
51*	XI	Pres. Mfg. Concern**		0	10	20		p		c 40	50	60
52		Group I						c	p			
53		Group II					c		p			
54		Group V									pc	
55		Group VIII							p		c	
56		Group IX		0	10	20		30		p 40	c	50 60
57		Specialization Level		10	20	30		40	p	c 50		60 70
58		Interest Maturity									p	c
59*		Occupational Level***									p	c
60		Masculinity-Femininity		10	20	30		40	c	p 50		60 70

C = Career Bound (outsiders) P = Place Bound (insiders)

Figure V

TABLE VIII

COMPARISON OF INTEREST PATTERNS
OF PLACE-BOUND AND CAREER-BOUND SUPERINTENDENTS
AS REVEALED BY THE STRONG VOCATIONAL
INTEREST BLANK

	TOTAL GROUP (N = 83)			REFINED SAMPLE (N = 36)		
Variable	Place-Bound (N = 30) Mean (S.D.)	Career-Bound (N = 53) Mean (S.D.)	Mean[1] Diff.	Place-Bound (N = 16) Mean (S.D.)	Career-Bound (N = 20) Mean (S.D.)	Mean[1] Diff.
1	16.000 (7.339)	17.308 (8.813)	-1.308	17.667 (6.737)	14.684 (6.992)	2.983
2	30.690 (10.543)	31.577 (10.353)	-0.887	32.600 (11.825)	29.368 (9.593)	3.232
3	17.069 (9.736)	17.442 (11.180)	-0.373	19.600 (8.642)	13.000 (10.630)	6.600
4	28.724 (12.767)	29.192 (11.767)	-0.468	30.733 (13.525)	24.526 (11.711)	6.207
5	32.931 (10.423)	35.404 (9.388)	-2.473	33.867 (12.351)	33.368 (10.172)	.499
6	30.276 (9.957)	33.865 (10.741)	-3.589	30.667 (11.992)	31.474 (10.916)	- .807
7	20.207 (10.252)	19.231 (10.139)	0.976	22.533 (9.418)	15.632 (9.263)	6.901*
8	23.345 (10.086)	23.692 (9.413)	-0.347	23.533 (9.906)	19.789 (8.734)	3.744
9	18.759 (10.888)	15.115 (10.551)	3.644	21.733 (10.416)	12.000 (9.268)	9.730**
10	12.483 (12.591)	11.385 (10.269)	1.098	15.533 (14.506)	7.684 (9.417)	7.849
11	21.862 (13.580)	21.673 (12.461)	0.187	24.867 (15.108)	18.263 (12.458)	6.604
12	24.690 (13.161)	24.731 (11.167)	-0.041	27.067 (14.738)	21.842 (11.606)	5.225
13	37.069 (7.338)	38.519 (8.459)	-1.450	36.200 (8.213)	38.789 (7.115)	-2.589
14	31.103 (9.686)	30.981 (8.181)	0.122	32.267 (8.336)	27.000 (7.703)	5.267
15	15.621 (9.951)	16.019 (10.865)	-0.398	16.800 (10.792)	11.895 (11.435)	4.905
16	28.379 (12.219)	(30.827 (11.977)	-2.448	29.333 (13.844)	26.895 (13.490)	2.438
17	27.241 (9.959)	28.442 (10.289)	-1.201	27.600 (11.357)	23.368 (9.203)	4.232
18	27.414 (6.412)	26.692 (8.784)	0.722	28.067 (6.227)	22.789 (7.757)	5.278*

TOTAL GROUP (N = 83)

Variable	Place-Bound (N = 30) Mean (S.D.)	Career-Bound (N = 53) Mean (S.D.)	Mean Diff.[1]	Place-Bound (N = 16) Mean (S.D.)	Career-Bound (N = 20) Mean (S.D.)	Mean Diff.[1]
19	38.655 (9.503)	36.808 (9.464)	1.847	39.000 (10.468)	34.211 (9.796)	4.789
20	19.483 (11.479)	20.942 (12.299)	-1.459	21.133 (12.171)	15.842 (12.139)	5.291
21	31.448 (10.605)	30.250 (9.370)	1.198	32.933 (8.836)	25.263 (8.218)	7.670**
22	30.345 (6.471)	29.846 (7.487)	0.499	29.733 (7.025)	28.105 (6.624)	1.628
23	33.966 (11.718)	38.000 (9.880)	-4.034	32.933 (13.792)	37.158 (9.057)	-4.225
24	36.310 (9.301)	36.173 (8.510)	0.137	35.333 (11.069)	34.789 (10.207)	.544
25	43.724 (10.440)	45.365 (8.203)	-1.641	42.000 (11.446)	46.579 (9.270)	-4.579
26	47.172 (9.324)	50.962 (7.233)	-3.790	46.133 (11.975)	52.632 (9.435)	-6.499
27	45.759 (7.922)	45.981 (7.599)	-0.222	45.067 (8.672)	46.316 (8.951)	-1.249
28	37.966 (9.140)	38.442 (9.900)	-0.476	37.533 (11.612)	34.526 (11.587)	3.007
29	38.552 (9.661)	40.058 (9.104)	-1.506	37.933 (11.889)	39.947 (10.633)	-2.014
30	43.966 (9.858)	44.115 (8.599)	-0.149	42.067 (10.971)	45.053 (8.663)	-2.986
31	41.172 (8.465)	41.269 (9.161)	- .097	38.800 (7.912)	42.053 (9.095)	-3.253
32	41.655 (8.419)	40.904 (8.348)	.751	42.467 (9.531)	42.000 (9.809)	.467
33	28.724 (9.732)	29.846 (10.050)	-1.122	29.733 (11.145)	28.000 (11.240)	1.733
34	25.966 (8.538)	25.250 (11.170)	.716	27.000 (7.810)	21.158 (8.751)	5.842
35	32.379 (7.433)	32.673 (9.530)	- .294	32.333 (8.466)	30.947 (8.120	1.386
36	27.586 (9.155)	27.135 (8.763)	.451	28.067 (12.032)	31.053 (9.360)	-2.986
37	37.103 (8.776)	36.077 (6.956)	-4.732	36.933 (10.853)	36.211 (7.223)	.722
38	32.345 (8.486)	31.115 (8.452)	1.230	30.733 (9.558)	34.684 (8.820)	-3.951
39	34.931 (8.358)	33.673 (8.695)	1.258	32.600 (8.140)	37.579 (7.113)	-4.979
40	44.276 (8.742)	44.788 (7.840)	- .512	42.133 (8.831)	46.737 (8.419)	-4.604

Variable	TOTAL GROUP (N = 83) Place-Bound (N = 30) Mean (S.D.)	Career-Bound N = 35) Mean (S.D.)	Mean[1] Diff.	REFINED SAMPLE (N = 36) Place-Bound (N = 16) Mean (S.D.)	Career-Bound (N = 20) Mean (S.D.)	Mean[1] Diff.
41	30.897 (10.040)	30.615 (8.564)	.282	28.867 (11.777)	33.421 (8.428)	-4.554
42	33.069 (9.312)	29.827 (8.719)	3.342	31.333 (7.480)	33.053 (8.778)	-1.720
43	30.621 (7.017)	30.423 (7.770)	.198	28.800 (7.183)	30.737 (8.292)	-1.937
44	30.862 (10.274)	31.635 (10.664)	- .791	28.733 (10.187)	33.421 (10.405)	-4.688
45	35.345 (10.965)	37.019 (9.737)	-1.674	32.933 (10.382)	39.684 (9.770)	-6.751
46	36.897 (9.147)	36.885 (8.380)	.012	34.933 (8.924)	38.316 (9.511)	-3.383
47	35.069 (11.402)	36.442 (11.113)	- .1373	33.267 (10.653)	39.737 (12.036)	-6.470
48	29.793 (8.654)	31.885 (7.933)	-2.092	28.333 (8.558)	32.684 (6.481)	-4.351
49	34.310 (7.672)	34.577 (8.190)	- .267	34.267 (8.345)	37.684 (8.021)	-3.417
50	26.621 (4.777)	28.038 (7.077)	-1.417	26.867 (4.704)	28.421 (5.581)	-1.554
51	31.345 (7.027)	34.115 (7.891)	-2.770	30.667 (5.790)	36.263 (6.118)	-5.596**
52	30.034 (8.858)	30.885 (9.216)	- .851	32.200 (7.885)	28.053 (8.586)	4.147
53	27.690 (13.462)	27.827 (11.412)	- .137	30.400 (14.584)	25.105 (11.752)	5.295
54	48.931 (7.941)	49.481 (7.229)	-1.090	48.267 (9.035)	49.474 (7.996)	-1.207
55	36.172 (10.244)	34.404 (10.061)	1.768	33.933 (10.271)	39.263 (9.820)	-5.330
56	40.276 (10.866)	41.077 (10.060)	- .810	38.333 (10.356)	43.737 (10.994)	-5.404
57	45.897 (8.019)	48.288 (6.470)	-2.391	45.600 (9.295)	49.000 (6.642)	-3.400
58	58.276 (4.191)	59.288 (5.007)	-1.012	57.533 (4.658)	59.526 (5.471)	-1.993
59	59.103 (4.880)	60.673 (5.390)	-1.670	58.933 (3.770)	63.368 (4.524)	-4.435***
60	48.069 (7.255)	47.519 (7.815)	.550	48.733 (8.285)	44.632 (6.157)	

[1]Significance levels of differences are:
* p less than .05
** p less than .02
*** p less than .01

those occupations. Four of these scales were in the Group I cluster which deals with artistic interest and interest in professional services. The specific scales were Artist, Architect, Dentist, and Veterinarian. Three additional scales were in the Group II cluster, which relates to scientific interests, and interest related to quantification of data. The occupational scales were: Mathematician, Physicist, and Chemist. The two remaining scales in the low range of scores were in Group VI, and relate to manual activity. The particular scales were: Carpenter, and Industrial Arts Teacher.

Description of the scales on which the total group of superintendents scored in the B+ and A range, or high interest range, follows. Most of the high scores fell within the Group V cluster which deals with administrative, managerial, and guidance or instructional occupations. Specific occupational scales included: Personnel Manager, Public Administrator, Vocational Counselor, Social Science Teacher, Business Education Teacher, and School Superintendent. One additional scale in this group, that of Social Worker, was a marginal case. This scale just attained a B+ classification for the Career-Bound group, and just failed this criterion for the Place-Bound group. One additional scale fell in the high range. That was the Credit Manager scale, again reflecting a managerial interest.

Two groups of scales fell within the high range of interest. One was the Group V scale. Activities related to this scale deal with management and business interest as well as administration. The second was the Group IX scale which relates to personal contact, sales activity, and sales management.

Of the special scales, the scores of the superintendent groups fell in the high range on two such scales. None fell in the lower range. The two special scales were: Interest Maturity and Occupational Level. The OL scale suggests that the superintendent interests were similar to those of business and professional

men, and that they prefer such a level of work to the blue-collar type of work.

The general pattern of high and low interests for the refined sample of Career-Bound and Place-Bound superintendents was virtually identical to those reported for the total sample. The discussion and summary for that group would apply as well here. The results are seen in tabular form in Table VIII, and are presented in profile form in Figure V. Two new scales did appear in the low range. They were the scales for Engineer, and Musician, but they fell in the low range for the Career-Bound group only.

Of main interest, however, was the finding of several statistically significant differences in scores between the refined Career-Bound and Place-Bound groups. While both groups tended to score low on the Dentist and Mathematician scales, the refined Career-Bound groups scored significantly lower than did the refined Place-Bound group (level of confidence exceeded the .05 level). It was also found that the Place-Bound groups scored significantly higher than the Printer and Vocational Agriculture Teacher scales (significance beyond the .05 level of confidence). On the other hand, the Career-Bound group scored significantly higher on the scales: President of Manufacturing Concern, and Occupational Level (significance beyond the .02 levelof confidence).

While the above differences must be regarded with some caution inasmuch as 60 tests of significance were made on the SVIB, the results are noteworthy. It is of interest to note that significant differences were found in the r efined group, where the number of subjects was fewer than in the total group. In addition, the several scale differences suggest that the Place-Bound group had a slightly higher scientific interest and was slightly more interested in manual activity, while the Career-Bound group would appear to have slightly stronger high level managerial interests, and perhaps stronger upward strivings.

Biographical Data

Table IX reveals the age status of our two dichotomous groups; the gross grouping of Place-Bound and Career-Bound superintendents, and the refined sample of Place-Bound and Career-Bound superintendents. For the total sample we find the mean age at testing to be virtually identical in both groups. A difference does appear between groups with regard to the age at which the individual made his decision to become a superintendent. This variable is defined in the table as "career decision age." The average age for the Place-Bound group was slightly over 35, while the average age for the Career-Bound group was slightly over 30. The mean difference was significant at the .01 level of confidence. In the refined sample we note that the mean present age is essentially the same for both groups. The career decision age was a defining variable for the refined sample and is presented for descriptive purposes rather than for purposes of statistical comparison.

Table X describes the educational background of the Oregon sample. The percentage distribution of Place-Bound and Career-Bound who have been full time graduate students is described. No significant difference was discovered between the two groups. The same relationship is seen to hold for the refined sample. The second portion of Table X describes the educational background in terms of highest degree or educational status attained. Again, we find no significant differences in the two groups.

Table XI describes the aspirations of the various superintendents. The position aspired to is described in detail in the upper portion of the table. The same data are summarized in the lower portion of the table. In terms of simple descriptive data, it would appear that the Career-Bound group in the total sample had slightly higher aspirations. Chi-square analysis reveals no significant difference, however, so the differences seen may not be generalized. The same argument applies to the discussion of the refined sample.

TABLE IX

CAREER INFORMATION: AGE

Total Sample (N = 83)

Variable	Place-Bound (N = 30) Mean (S.D.)	Career-Bound (N = 53) Mean (S.D.)	Mean Diff.	Significance Level
Present Age	49.433 (6.548)	49.113 (8.675)	0.320	NS
Career Decision Age	35.633 (8.680)	30.000 (6.065)	5.633	.01

Refined Sample (N = 36)

Variable	Place-Bound (N = 16) Mean (S.D.)	Career-Bound (N = 20) Mean (S.D.)	Mean Diff.	Significance Level
Present Age	50.375 (7.136)	48.950 (10.039)	1.425	NS
Career Decision Age	40.688 (6.322)	25.850 (3.083)	14.838	*

*Not tested for significance, as this is one of the variables used for defining the refined sample.

TABLE X

CAREER INFORMATION: EDUCATIONAL BACKGROUND

Full Time Graduate Student

Total Sample
Percentage Distribution

	No	Yes
Place-Bound (N = 30)	80.0	20.0
Career-Bound (N = 53)	69.8	30.2

$X^2 = 1.019$

Refined Sample
Percentage Distribution

	No	Yes
Place-Bound (N = 16)	75.0	25.0
Career-Bound (N = 20)	70.0	30.0

$X^2 = 0.061$

Education

Total Sample
Percentage Distribution

	**B.A.	M.A.	M.A.+	Ph.D.
Place-Bound (N = 30)	3.3	0.0	86.7	10.0
Career-Bound (N = 53)	0.0	3.8	83.0	13.2

$X^{2*} = 0.006$

Refined Sample
Percentage Distribution

	**B.A.	M.A.	M.A.+	Ph.D.
Place-Bound	0.0	0.0	87.5	12.5
Career-Bound	0.0	5.0	85.0	10.0

$X^{2*} = 0.087$

*X^2 based on 2X2 table, Ph.D. vs. Others

**Typology encompasses all other specialized degrees

TABLE XI

CAREER INFORMATION: ASPIRATIONS

Position	Total Sample Percentage Distribution		Refined Sample Percentage Distribution	
	Place-Bound (N = 30)	Career-Bound (N = 53)	Place-Bound (N = 16)	Career-Bound (N = 20)
College Level Position	6.7	13.2	6.3	10.0
State Dept. of Educ.	0.0	0.0	0.0	0.0
Larger Sch. District	26.7	34.0	37.5	30.0
Move to Equivalent District	3.3	0.0	0.0	0.0
Remain Same Position	53.3	47.2	50.0	55.0
Move to Smaller Dist.	0.0	1.9	0.0	5.0
Change to Lower Level Administration Job	3.3	3.8	6.3	0.0
Return to Class Teaching	3.3	0.0	0.0	0.0
Business	3.3	0.0	0.0	0.0
Other	0.0	0.0	0.0	0.0

SUMMARY

Position	Total Sample Percentage Distribution		Refined Sample Percentage Distribution	
	Place-Bound (N = 30)	Career-Bound (N = 53)	Place-Bound (N = 16)	Career-Bound (N = 20)
Higher Levels Position	33.4	47.2	43.8	40.0
Same or Equiv. Position	56.6	47.2	50.0	55.0
Lower level or out of Field	9.9	5.7	6.3	5.0

X^2Hi x Same or Lower = $X^2 = 0.984$ $X^2 = 0.04$

Additional information regarding the career patterns of the superintendents is presented in Table XII. In this table the position held at the time of decision to become a superintendent is described. In both the total and refined samples, the tendency is for the Place-Bound group to have been in a higher position at the time of their decision to become a superintendent than the Career-Bound group. These differences do not attain statistical significance, although the refined sample does show a large difference. These results seem in accord with the finding in Table IX where it was noted that the Place-Bound group made their decision to become a superintendent at a somewhat later age. We would thus anticipate their being in a higher level position at the time of that decision.

Gross (1958) obtained data which would seem to provide a useful dimension to the examination of the dichotomy in terms of commitment. Using a sample of 102 superintendents, the general question asked of the group was "Why did you enter the superintendency?" A secondary analysi s of the data provided an opportunity to further refine and order the responses in the following manner. The sample population was dichotomized (69 Career-Bound and 33 Place-Bound) and the responses tabulated according to the polarized positions of, "Deciding to be a School Superintendent When the Opportunity Came," and "Long Standing Ambition." School superintendents answered the question in a variety of ways, some spoke of motives such as financial gain, while others reflected a desire for status whereby they would be the "boss" and not be "bossed." Said another way, a sizeable number of responses by the superintendents did not lend themselves to the classification system. However, 52 of the total sample of 102 (51%) did provide useful responses. An analysis of the total sample in regard to the two categories; 1 of 69 or 1% of the Career-Bound group indicated their decision was made at the time of the opportunity, while 14 of 33 or 42% of the Place-Bound group made a similar decision. On the other hand, 29 of 69 or 42% of the Career-Bound group indicated that the superintendency had been a long standing ambition while only 8 of 33 or 24% held a

TABLE XII

CAREER INFORMATION: CAREER PLANNING

Position Held at Time of Decision to Become a Superintendent

	Percentage Distribution			
Total Sample	Student, Other	Teacher	Principal Vice-Prin.	Admin. Level
Place-Bound (N = 30)	10.0	36.7	43.3	10.0
Career-Bound (N = 53)	13.2	37.7	45.3	3.8
		$X^2 = 0.504$		
Refined Sample				
Place-Bound (N = 16)	6.3	18.8	56.3	18.8
Career Bound (N = 20)	25.0	30.0	45.0	0.0
		$X^2 = 3.239$		

similar commitment. Although the Oregon sample was not asked to render a response to the question, there is little reason to expect such data to be distributed in other than a similar fashion.

Table XIII describes the attitudes of the superintendents toward retirement. No difference is found in the groups with respect to their stated intention to remain a superintendent until retirement. Neither is a difference found (among those answering "yes" that they do wish to remain a superintendent until retirement), in terms of whether or not they wish to remain in the same superintendency. Table XIV analyzes the influence of present age as a variable in these findings. The same pattern seems to emerge in both the total and refined sample. For both Place-Bound and Career-Bound groups, those not wishing to remain in the same superintendency are significantly younger than those choosing to stay in their present superintendency. These mean differences are reported in the marginals of the table. The analysis across groups reveals no difference. That is to say, Place-Bound and Career-Bound superintendents do not differ in age within the categorical designation of remaining and NOT remaining groups. This again holds true for the refined sample. It would appear, therefore, that the age of the superintendent is a significant variable in determining his willingness to move on to another superintendency.

Table XV describes the superintendents' responses to the question about whether or not they had been interviewed for another job. No significant differences were found in the two analyses, although, in the total sample the Chi-square level comes near to being significant. We may note that a higher percentage of Career-Bound superintendents had been interviewed for another job than had Place-Bound. This difference is valid at a descriptive level, but is not statistically significant and thus does not hold at an inferential level. The

TABLE XIII

CAREER INFORMATION: RETIREMENT ATTITUDES

Percentage of Superintendents who want to remain in the same superintendency until retirement.

Total - 49.4% (N = 41)

Place-Bound - 56.6% (N = 17)

Career-Bound - 45.3% (N = 24)

Percentage of Superintendent responses to the same question by choice and age distribution.

Total Sample (N = 83)

Age Distribution	Cumulative Percent of Total	Percent of Career-Bound		Percent of Place-Bound	
		Yes	No	Yes	No
40 or under	6. (N = 16)	0. (N = 12)	100.	25. (N = 4)	75.
41-45	18. (N = 11)	16.6 (N = 6)	83.4	20. (N = 5)	80.
46-50	43.7 (N = 16)	25. (N = 8)	75.	62.5 (N = 8)	37.5
51-55	50. (N = 14)	50. (N = 8)	50.	50. (N = 6)	50.
56-60	91.3 (N = 23)	87.5 (N = 16)	12.5	100. (N = 7)	0.
61-65	100. (N = 3)	100. (N = 3)	0.	0. (N = 0)	0.

TABLE XIV

STATED INTENTION TO REMAIN IN
SAME SUPERINTENDENCY UNTIL RETIREMENT: AGE DIFFERENCES

Age Differences in
Total Sample

	NOT Remain	Remain	Mean Diff.
Place-Bound:	n = 9 Mean Age = 45.56 S.D. = 4.99	n = 16 Mean Age = 53.12 S.D. = 5.21	-7.56**
Career-Bound:	n = 17 Mean Age = 43.65 S.D. = 6.08	n = 28 Mean Age = 53.11 S.D. = 8.20	-9.46***
Mean Diff.	1.91	0.01	

Age Differences in
Refined Sample

	NOT Remain	Remain	Mean Diff.
Place-Bound:	n = 6 Mean Age = 47.67 S.D. = 4.39	n = 8 Mean Age = 54.50 S.D. = 6.32	-6.83
Career-Bound:	n = 5 Mean Age = 42.00 S.D. = 4.86	n = 13 Mean Age = 51.92 S.D. = 9.74	-9.92*
Mean Diff.	5.67	2.58	

* P .05
** P .01
*** P .005

TABLE XV

CAREER INFORMATION: INTERVIEW FOR ANOTHER JOB

	Total Sample Percentage Distribution	
	No	Yes
Place-Bound (N = 30)	86.7	13.3
Career-Bound (N = 53)	67.9	32.1
	$X^2 = 3.558$	

	Refined Sample Percentage Distribution	
	No	Yes
Place-Bound (N = 16)	87.5	12.5
Career Bound (N = 20)	70.0	30.0
	$X^2 = 0.911$	

AGE	Age Distribution for Total Combined Sample	
	Interviewed	Not interviewed
61	1	2
56-60	18	4
51-55	11	3
46-50	12	4
41-45	7	4
36-40	12	3
31-35	0	1
30	1	0
	Mean = 49.26	49.14
	S.D. = 7.89	8.27

Mean Difference = 0.12 (N.S.)

lower portion of Table XV describes the age distribution for the total sample and shows no significant differences in age among those interviewed and those not interviewed.

Once again the Gross (1958) data appear useful to the examination of the dichotomy. The secondary analysis in this case focused on the data obtained in answer to the general question, "What kind of superintendent was the school committee looking for?". Answers to the question fell generally in "action desired by the school committee" and "personal characteristics." Table XVI displays the data and is presented for its descriptive contribution. While superintendents answered the question in a variety of ways, 75 of the responses fell in the category of "action desired" and 47 of the responses fell in the "personal characteristics" category. Said another way 61% of the response spoke of some action desired while 39% were addressed to the area of personal characteristics. While this is the pattern of response for the total group of superintendents, Career- and Place-Bound superintendents responded in dissimilar ways. The Career-Bound superintendents responded twice as often in terms of action desired than they did in terms of personal characteristics. This is not the case with Place-Bound superintendents; these responses fell rather evenly between action desired and personal characteristics. Moreover, of the 75 responses indicating "action desired," 58 came from Career-Bound superintendents. Within the "action desired" classification, it is noteworthy that the Career-Bound group were sought primarily to improve the instructional program, staff morale, public relations and to conduct a building program. On the other hand, the primary emphasis for the Place-Bound group was to perpetuate the current program. Closely related and evenly distributed for this group were improvement to the instructional program, keeping costs low and establishment of good business practices. In regard to "personal characteristics," the Career-Bound

group were sought primarily for their experience and education while the Place-Bound group's strengths were seen as having knowledge of local problems and good past performance. Even though the superintendents comprising the Oregon sample were not asked to respond to the question, there is no reason to expect such data to be distributed in a different fashion.

TABLE XVI

CAREER INFORMATION: KINDS OF SUPERINTENDENTS SOUGHT BY SCHOOL COMMITTEES

Distribution of Responses to Question: "What kind of a superintendent was the committee looking for when you were hired?"

		Career-Bound N = 69	Place-Bound N = 33
Action Desired			
1.	Improvement in discipline	1	2
	staff morale	7	0
	public relations	7	0
	instructional program	26	3
2.	Perpetuate current program	2	5
3.	Keep costs low	1	3
4.	Good business practices	2	3
5.	Building program	9	0
6.	Conciliator	3	1
	Sub totals	58	17
Personal Characteristics			
1.	Knowledge of local problems	0	8
2.	Good past performance	2	6
3.	Personality	3	2
4.	Education	4	2
5.	Experience	17	2
6.	Religion	0	1
	Sub totals	26	21
	TOTALS	84	38

Table XVII reveals the superintendents' responses to the question of whose estimate of their work was most important to them. They were asked to rank the five groups presented in the table and to indicate any other groups they felt were important as well. "Local groups" would comprise groups in the community not necessarily bearing a formal relationship to the school. The administrative staff group pertains to the staff of the superintendent, his assistants, principals, and so forth. The school board category is self-descriptive and represents the group with which the superintendent must deal officially. The other two categories represent the teachers in the school system, and other superintendents in the area. Ranking was done from 1 to 5 or, in a case where an additional group was ranked by a superintendent, 1 to 6. The mean ratings appearing in this table, therefore, reflect the average standing in terms of the superintendents' evaluation. The lower the number, the more important the opinion of the group is to the superintendent. From the findings we can see a uniform trend where the school boards are rated highest in importance, administrative staff next, and so forth. The other superintendents in the area are regarded as least important in this regard. For the total sample we find the mean rating given by Place-Bound versus Career-Bound superintendents to be virtually identical, except for the rating given teachers. We note that the Place-Bound superintendents tended to rate the teachers' opinions slightly higher than did the Career-Bound group. This difference was significant at the .05 level of confidence.

The second portion of the table presents the same information for the refined sample. In general, the relationships from the grosser analysis holds up here as well. Two differences do emerge, however; the rating of teachers, while again rated higher by the Place-Bound group than the Career-Bound group, is not statistically significant. The main difference is larger than the unrefined

TABLE XVII

REFERENCE GROUP RATING

Variable[1]	Total Sample (N = 83) Place-Bound (N = 30) Mean * (S.D.)	Career-Bound (N = 53) Mean * (S.D.)	Mean Diff.	Significance Level
Local Groups	3.800 (1.324)	3.585 (1.134)	0.215	NS
Admin. Staff	2.167 (1.147	2.358 (.982)	-0.191	NS
School Board	1.867 (.937)	1.774 (.869)	0.093	NS
Teachers	2.067 (.944)	2.547 (1.136)	-0.480	.05
Superintendents	4.467 (1.383)	4.660 (1.055)	-0.193	NS

Variable[1]	Refined Sample (N = 36) Place-Bound (N = 16) Mean * (S.D.)	Career Bound (N = 20) Mean * (S.D.)	Mean Diff.	Significance Level
Local Groups	4.063 (1.289)	3.650 (1.089)	0.980	.05
Admin. Staff	2.188 (1.167)	2.250 (1.020)	0.062	NS
School Board	1.875 (1.025)	1.850 (.988)	0.025	NS
Teachers	2.063 (1.063)	2.800 (1.056)	-0.737	NS
Superintendents	4.375 (1.455)	4.600 (1.142)	-0.225	NS

*Ratings ranged from 1 to 5, 1 indicating the most favorable rating. Thus, lower mean indicates a higher evaluation of the group as a source of advice.

[1]An "other" category was included in the original inventory, but was so infrequently used that it was excluded from analysis.

group, but the reduction in sample size proves detrimental. The evaluation of "local groups" category, however, does show a difference of significant magnitude in the refined group. The Career-Bound superintendents regard the evaluation of the local groups as being a good deal more important, apparently, than do the Place-Bound superintendents.

Table XVIII presents comparative data regarding leadership variables and social activity of the superintendents. The degree of social activity is reflected in the variables designated as High School Activities, Number of College Activities, and Number of Organizational Memberships. Leadership is indicated by the variable entitled Number of Offices Held in Organizations. It can be seen that the variables represent a restricted longitudinal sample beginning with high school and continuing on up through professional adult life. In the total sample, we find no significant differences in terms of the number of social activities reported in high school or college. There is a trend in this sample and descriptive of the sample itself, however, which shows the Career-Bound group to have a slightly higher average than the Place-Bound group in the reported number of activities. This again may be regarded as a valid difference at the descriptive level, but the difference does not hold up for purposes of inference or generalization to other superintendent groups. In the number of fraternal organization memberships reported, we find that the Career-Bound group reports a significantly higher frequency of memberships in fraternal organizations, than does the Place-Bound group. The difference here is significant at the .01 level of confidence, while other differences are minimal. The same observation made previously, with regard to high school and college activities, holds for the variable of number of offices held in organizations. The Career-Bound group tends to be higher on the average than the Place-Bound group of superintendents. The magnitude of the difference is not great enough, however, to be significant statistically.

TABLE XVIII

LEADERSHIP AND SOCIAL ACTIVITY

Total Sample (N = 83)

Variable	Place-Bound (N = 30) Mean (S.D.)	Career-Bound (N = 53) Mean (S.D.)	Mean Diff.	Significance Level
No. HS. Activities	4.233 (2.079)	4.887 (1.948)	-0.651	NS
No. College Activities	2.767 (1.888)	3.566 (1.681)	-0.799	NS
NO ORGANIZATION MEMBERSHIPS				
Fraternal	1.000 (.947)	1.660 (1.108)	-0.660	.01
Professional,	3.933 (1.413)	3.830 (1.464)	0.103	NS
Political	0.267 (.450)	0.454 (.503)	-0.168	NS
Bus. - Civic	1.667 (.922)	1.509 (1.031)	0.158	NS
Social	0.667 (.802)	0.377 (.657)	0.290	NS
Other	0.300 (.702)	0.264 (.524)	0.034	NS
No. Offices Held in Orgs.	2.367 (1.377)	3.132 (2.067)	-0.765	NS

Refined Sample (N = 36)

Variable	Place-Bound (N = 16) Mean (S.D.)	Career-Bound (N = 20) Mean (S.D.)	Mean Diff.	Significance Level
No. H.S. Activities	3.875 (2.473)	5.600 (1.930)	-1.725	.05
No. College Activities	2.813 (2.040)	3.650 (1.755)	-1.467	.05
NO. ORGANIZATION MEMBERSHIPS				
Fraternal	1.125 (1.088)	1.850 (1.268)	-0.725	.05
Professional	3.813 (1.628)	4.050 (1.146)	-0.247	NS
Political	0.313 (.479)	0.550 (.510)	-0.237	NS
Bus. - Civic	1.813 (.834)	1.950 (1.234)	-0.137	NS
Social	0.625 (.806)	0.400 (.598)	0.225	NS
Other	0.500 (.894)	0.400 (.598)	0.100	NS
No. Offices Held in Orgs.	2.688 (1.448)	3.650 (2.007)	-0.962	NS

Examining the same comparisons for the refined sample, we note that the differences between Place-Bound and Career-Bound groups in number of high school activities reported and number of college activities reported are larger in magnitude than was found for the total sample. The differences are significant at the .05 level of confidence with the Career-Bound group reporting a high number of activities in each instance. The difference in number of reported fraternal organization memberships holds up in this subsample. However, because of the restriction in the number of cases, the significance level is slightly lower than was the case for the total sample.

Table XIX reports on one of the questions related to job attitude as found in the biographical inventory. The variable entitled Attitude Toward Imposed Deadline was the only variable that yielded a significant difference between the groups. The question asked was, "When somebody sets a deadline for me, I usually feel that it is: unnecessary, an unnecessary nuisance, a guard against procrastination, a challenge." In the analysis presented in this table, the first three alternatives were grouped together in opposition to the fourth. Therefore, the attitude might be described as degree of positive attitude, that is, whether the deadline is regarded as a challenge or something of a nuisance. The contingency table reveals a highly significant difference between the Place-Bound and Career-Bound groups in this attitude. We note, however, that this difference does not hold up in the statistical sense for the refined sample. This can be attributed to the reduced number of subjects in the sample. We note, however, that the distribution is very similar to that found in the total sample.

Finally, Table XX reports some miscellaneous findings of statistical significance from the biographical inventory. Two variables are included in this table. The first is the reported Number of Moves Made by the Individual's family

TABLE XIX

JOB ATTITUDE

Attitude Towards Imposed Deadline[1]

	Total Sample Percentage Distribution	
	Other	"Challenge"
Place-Bound (N = 30)	36.7	63.3
Career-Bound (N = 53)	11.3	88.7
	$X^2 = 6.063$*	

	Refined Sample Percentage Distribution	
	Other	"Challenge"
Place-Bound (N = 16)	31.2	68.8
Career-Bound (N = 20)	20.0	80.0
	$X^2 = 0.150$	

*Exceeds .02 level of confidence

[1]Ratings were: Deadline - unnecessary
- a necessary nuisance
- a guard against procrastination
- a challenge

TABLE XX

MISCELLANEOUS SIGNIFICANT FINDINGS

Number of Family Moves to New Community Prior to Age 15

Total Sample

Place-Bound (N = 30) Mean (S.D.)	Career-Bound (N = 53) Mean (S.D.)	Mean Diff.	Significance Level
1.033 (1.542)	2.094 (2.817)	-1.061	.05

Refined Sample

Place-Bound (N = 16) Mean (S.D.)	Career-Bound (N = 20) Mean (S.D.)	Mean Diff.	Significance Level
1.313 (1.621)	1.650 (2.007)	-0.337	NS

Reported Inferiority Feelings in Childhood[1]

Total Sample

Place-Bound (N = 30) Mean (S.D.)	Career-Bound (N = 53) Mean (S.D.)	Mean Diff.	Significance Level
2.533 (.681)	2.585 (.717)	-0.052	NS

Refined Sample

Place-Bound (N = 16) Mean (S.D.)	Career-Bound (N = 20) Mean (S.D.)	Mean Diff.	Significance Level
2.688 (.479)	2.100 (.641)	0.588	.01

[1] 1 = never experienced
2 = rarely experienced
3 = occasionally experienced
4 = frequently experienced

Prior to his Reaching the Age of 15. We find in the total sample, a difference between the Place-Bound and the Career-Bound group, with the Career-Bound group reporting more moves in this period of time than the Place-Bound group. The difference was found to be significant statistically. In the refined sample, a significant difference is not found. The size of the mean difference has diminished as well, and it may be that the original difference is merely a chance finding.

The other variable in the table reveals the degree of Inferiority Feelings Felt in Childhood by the Individual Superintendent. A score of one indicated never experienced; two rarely experienced; three, occasionally experienced; and four, frequently experienced. The average for both groups indicates that the feeling was rather an infrequent occurrence, and for the total sample the slight difference found was not significant. In the refined sample there is a greater difference indicated with the Place-Bound group tending to report a greater frequency of these feelings than the Career-Bound group. Again, the averages fall between "rarely experienced" and "occasionally experienced." Even though we do find this personalogical difference in the data, it remains open to question as to its importance to the dichotomy of the groups.

INTEGRATION AND DISCUSSION OF FINDINGS

The first portion of this section deals with a description of the total group of superintendents as revealed by the various personality instruments. Succeeding sections will deal with the differences found between the primary division of superintendents (dichotomized in terms of their career patterns) and the subsequent refined classification.

Total Superintendent Group

The self descriptions of the superintendents as revealed by the various psychological instruments present them in a favorable and perhaps even impressive light. The superintendents see themselves as physically robust, intellectually capable, of high moral character, and as having a pleasant disposition. They reveal a marked "social" orientation, and seem appreciative of the feelings of others in their social interactions.

In addition, the sample of superintendents appear to be striving, ambitious, and self-assured. THey tend to be moderate in terms of their attitudes with perhaps a slightly liberal, nondogmatic, orientation as a group. Their values, as described by the Study of Values, tend to be typical of American college males. The only deviation would seem to be in terms of a higher social interest pattern.

The superintendents reveal an orientation towards leadership and social activity. In contrast with the CPI norms of college males in general, they are more dominant, confident, and accepting of themselves. This would seem to reflect their higher status position and their greater maturity. They also seem more responsible and perhaps more conforming.

The interest patterns of the superintendent sample are quite dissimilar to certain occupational groups. This is especially true with respect to interests of artists, and individuals in the biological and natural sciences. Their interest patterns also tend to be dissimilar to the patterns of individuals in certain skilled trades. On the other hand they are quite similar to social service occupational groups and executive-administrative groups.

In substance, the findings depict a group that is oriented towards people and interested in dealing with broad matters of policy and leadership. The members of the group seem to be of a middle of the road, have tolerant orientation, while being very responsible, conscientious, and quite capable.

Sample Dichotomy: Place-Bound versus Career-Bound

The fact that differences between these two groups were found only on two instruments, the Adjective Check List and the Biographical Inventory, while no differences were found on the attitude measures, the Study of Values, the Strong Vocational Interest Blank, or the California Psychological Inventory, suggests that the groups are in many ways quite similar. Nevertheless a few differences did emerge. A number of the findings seem to have application to the theoretical basis of the dichotomy. The finding that Career-Bound superintendents tended to decide on the superintendency career at an earlier age than did the Place-Bound superintendents suggests that their aspiration levels were probably set at a high level earlier and that their life goals were perhaps more specifically defined. It may also indicate that their career development has been in a more step-wise, planned direction.

Further, the difference in the group emergence is reflected in the findings that the Place-Bound group rated the opinions of teachers higher, that is, more important to them, than did the Career-Bound group. This would seem to be in line

with their career pattern, where the Place-Bound group, in effect, emerged from the ranks of the teachers, whereas the Career-Bound superintendents came into the setting as outsiders. Therefore, the Place-Bound superintendents are perhaps psychologically more attached to the groups which are subordinate to them. They would seem to regard their former "peer" groups as their principle reference group, whereas, the outsider or Career-Bound superintendent presumably would be less likely to do so. There seems to be a slight difference in work attitude between the two groups, although by and large they must be regarded as quite similar. A difference was found with regard to the question relating to attitudes towards an imposed deadline; whether the imposition of a deadline was regarded by the superintendent as a challenge or a bothersome factor. The Career-Bound superintendents tended to regard the deadline as a challenge and less of a nuisance more frequently than did the Place-Bound superintendents. This may reflect an attitude related to certain work pattern differences found previously by Carlson. That is, the Career-Bound superintendent coming in as an outsider has a number of goals and policy changes in mind and so may regard all of his tasks as a challenge to his ability. On the other hand, the Place-Bound superintendent in tending to see himself as maintaining the status quo, as far as the organization of his staff and position is concerned, might indeed regard an externally imposed deadline as an imposition of nuisance rather than a challenge.

Differences in item endorsements on the Adjective Check List suggest additional dimensions of differences among the dichotomous groups. The Career-Bound group endorsed the adjectives "competent" and "optimistic" much more frequently than did the Place-Bound group. These were also some of the adjectives: idealistic, progressive, poised, spontaneous, suggestible, and wise. The dimensions involved are probably twofold, one of the confident optimism and another of adventurousness or progressivism, with Career-Bound superintendents more extreme on the dimensions. In addition, it would seem that the Place-Bound group perhaps see themselves as less verbal as they

endorsed the adjective "silent" more frequently than did the Career-Bound group. Finally, the finding that the Career-Bound group belonged to a greater number of fraternal organizations than did Place-Bound group members suggests a slight difference on the dimension of sociability. This should not be emphasized too greatly, however, inasmuch as there were insignificant differences among the groups on a number of other items related to the basic dimension of sociability. The difference may be more along the lines of formalized group social activities versus more informal social activity.

Refined Dichotomous Sub-Groups

In general the comments regarding the grosser dichotomy above may be regarded as applicable to the group under discussion here.

It is quite striking to note that the theoretical refinement of the dichotomy produced a number of additional significant differences between the Place-Bound and Career-Bound groups in spite of the fact that the samples were cut approximately in half, a phenomenon which would tend to work against a finding of any significant differences. Therefore, the fact that differences did emerge would seem to suggest that the groupings are meaningful and have theoretical power.

Perhaps the simplest way of viewing the differences that emerged is to regard them as showing the Career-Bound group as more extreme in certain respects. This could also be stated conversely as suggesting that the Place-Bound superintendents tended to be more like men in general. It does appear that the Career-Bound superintendents were more highly differentiated in terms of interests, values, and certain other traits.

Again while differences appeared, the number was small in contrast to the number that might have emerged. We must, therefore, again regard the groups as being similar in many ways. This is most apparent in the attitude measures where no significant differences were found.

The differences revealed on the Study of Values and the California Psychological Inventory again might be seen in line with the theoretical distinction between the two groups and their somewhat different work patterns. (See Carlson.) That is, the refined Place-Bound group would appear to be more concerned with, or in tune to, the needs and wishes of those nearest to them. In the main this would probably be their subordinates. This also seems to fit with the previously noted finding that they valued the opinions of their teachers more than did the Career-Bound superintendents. The Career-Bound superintendents, on the other hand, would seem to reveal a higher need for manipulation and direction of others in achieving various goals they have set for themselves. However, they also show an adaptability in this respect, in that they can emphasize cooperation with others where this is needed to achieve their ends.

The previous discussion pertaining to the Strong VIB has noted the similarity of profiles among the two groups. While this should not be minimized, some important differences did emerge in the refined sample. It is suggested that these differences might be conceptualized in terms of a greater differentiation of likes and dislikes in the Career-Bound group. That is, the interests of the Career-Bound group are more unlike certain groups (i.e., more extreme) than are the interests of the Place-Bound group. This is revealed in some of these same scales discussed before; scales relating to biological and natural sciences and skilled occupations. On the other hand, their interests are more extreme in the direction of similarity to certain other occupational groups. They score higher on the President of a Manufacturing Concern and Occupational Level scales specifically and on scales related to interest in administration generally. These differences may suggest a higher need for upward striving, or a more narrowly specific interest pattern centering on executive-administrative activity.

Some additional differences were found in the refined groups on the biographical data sheet. Again, the differences seem in line with theoretical notions. The Career-Bound group was found to rate the opinion of "local groups" more highly than did the Place-Bound superintendents. This is in contrast with the ratings of groups more specifically related to the occupation of superintendents. A difference was also found with regard to early social activities which appears to amplify the difference found with regard to fraternal organization memberships. The Career-Bound group reported a higher degree of extra curricular activity in high school and college than did Place-Bound superintendents. Finally, the Place-Bound subjects more often reported feelings of inferiority, or at least were more willing to acknowledge these feelings. As previous discussion has emphasized, however, actual feelings of inferiority were reported as occurring very infrequently in both groups. Whether the difference is in terms of true feelings or the willingness to report feelings, of course, cannot be said with certainty.

SUMMARY OF SIGNIFICANT FINDINGS FOR OREGON SUPERINTENDENTS

Adjective Check List

The Career-Bound superintendents report themselves more frequently as "confident" and "optimistic" as seen in Table II of the previous text. The Place-Bound superintendents endorsed only one adjective more frequently than the Career-Bound; that was the adjective "silent." For greater detail on these results see Table II.

Authoritarian Attitude Measures

No significant differences were found on any of the three measures between the Career-Bound and Place-Bound group of superintendents either for the total sample or for the refined sample. There was a trend, however, for the Career-Bound superintendents to score in a slightly more liberal direction than the Place-Bound superintendents.

Study of Values

No significant differences were found on any of the six value measures for the total sample of superintendents. The refined group, however, showed a significant difference between the Career-Bound and Place-Bound groups on the political value scale. On this scale, the Career-Bound group scored significantly higher than did the Place-Bound group.

The average profile for both groups was quite similar to that reported by Allport, Vernon, and Lindzey, as describing men in general.

California Psychological Inventory

The general profile pattern for the total group was found to be quite similar to the profiles previously published for a group of city superintendents. As far as the Oregon sample was concerned, no significant differences were found on any of the eighteen scales for the total sample. In the refined sample, however, the Career-Bound group scored significantly higher on the Achievement via Conformity scale;

whereas the Place-Bound superintendents scored significantly higher on the Psychological-Mindedness scale.

Strong Vocational Interest

The general pattern for both Career-Bound and Place-Bound superintendents of the total sample showed the subjects scoring rather low on scales which reflect interests in scientific, artistic, and mathematical occupations; and to score higher in management, personal contact, and persuasive activities. No statistically significant differences were found in the total sample on the standard Strong scales. Again, however, the refined sample did show differences on some scales. The Place-Bound group, while in general not scoring especially high in comparison with other occupational groups on these scales, did score higher than the Career-Bound on the scales for dentists, mathematicians, and printers. They also scored higher on the vocational agriculture teacher scale. The refined Career-Bound group scored higher on two scales. These were the President of a Manufacturing Concern scale and the Occupational Level scale. This latter difference may reflect a slightly stronger upward striving in the refined Career-Bound group.

Biographical Data

While the results showed that the Place-Bound and Career-Bound superintendents did not differ significantly in present age, it was found in the total sample that the Career-Bound group made the decision to become a superintendent at an earlier age than did the Place-Bound group. Career aspirations of both groups have been described in previous discussion, and the aspirations do not appear to differ significantly in terms of the gross comparisons that can be made. There was a tendency for a Career-Bound superintendent to hold a lower level position at the time of decision to become a superintendent, though this did not reach statistical

significance. This trend would seem consistent and in part a derivative of the previously noted difference regarding a career decision age. That is, this would seem a natural outgrowth of the fact that Career-Bound superintendents decided at an earlier age, and so were in a somewhat lower position at the time of career decision.

In the total sample, Place-Bound superintendents tended to rate the opinions of teachers significantly higher than did the Career-Bound superintendents. This difference appeared in response to a question asking the superintendent to rank various groups according to which of the groups opinion of their work was most important to them. In the total sample, there were no statistically significant differences regarding the rating of other superintendents, school boards, administrative staff, and local groups.

In the refined sample, with regard to the same question, the Career-Bound superintendents rated local groups more highly than did Place-Bound superintendents. Other ratings did not differ significantly.

Again, in the total sample, with regard to social activities, it was found that the Career-Bound group belonged to a larger number of fraternal organizations than did the Place-Bound group. This difference was reflected and accentuated in the refined sample. The Career-Bound group of superintendents reported more fraternal organization memberships, a greater number of activities while they were in high school and a greater number of activities in college.

In the total sample, it was found that the Career-Bound superintendents reported more moves in childhood and so appeared to have been more mobile. It should be noted however, that this relationship fails to hold up in the refined group of superintendents, and, thus, may merely reflect a chance finding.

Finally, it was found in the refined group that the Place-Bound superintendents more frequently reported feelings of inferiority in childhood than did the Career-Bound group. It may be speculated that this relates to the difference found on the

California Psychological Inventory with respect to the Psychological Mindedness scale: That is, the Place-Bound group may be more sensitive to their own feelings and to the feelings of others than are the Career-Bound group; while the Career-Bound group is perhaps more "outwardly oriented."

SUMMARY TABLE OF
SIGNIFICANT FINDINGS
(Differences)

Adjective Check List

Total Career-Bound*		Total Place-Bound*
Confident	Spontaneous	Silent
Optimistic	Suggestible	
Idealistic	Wise	
Poised		
Progressive		

Attitude Measures

Total Career-Bound	Total Place-Bound	Refined Career-Bound	Refined Place-Bound
No differences		No differences	

Study of Values

Total Career-Bound	Total Place-Bound	Refined Career-Bound*	Refined Place-Bound*
No differences		High on Political Value	

California Psychological Inventory

Total Career-Bound	Total Place-Bound	Refined Career-Bound*	Refined Place-Bound*
No differences		Higher on Achievement via Conformity	Higher on Psychological Mindedness

Strong Vocational Interest Blank

Total Career-Bound	Total Place-Bound	Refined Career-Bound	Refined Place-Bound
No differences		Higher on: President Manufacturing Concern++	Higher on: Dentist+
			Mathematician++
			Printer+
		Occupational Level*	Vocational Agriculture Teaching++

Differences significant at: + $p < .05$
++ $p < .02$
* $p < .01$

SUMMARY TABLE

(cont.)

Biographical Data

Total Sample	Refined Sample
Decision to become a Superintendent:	
Career-Bound earlier decision age	(not applicable)
Rating of Group Opinion of Work:	
Place-Bound rated teachers higher than Career-Bound did.+	Career-Bound rated "local groups" more highly.+
Number of Organization Memberships:	
Career-Bound more fraternal organizational memberships.*	Same finding.+
College and High School Social Activity:	
No difference	Career-Bound reported more College and High School activities.+
Number of Moves in Childhood:	
Career-Bound more mobile.+	(no difference)
Reported Inferiority Feelings in Childhood:	
No difference	More Place-Bound superintendents reported such feelings.*
View of Deadlines:	
Career-Bound saw as a challenge*	Not significant

+ p .05

* p .01

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